

Activity #9: Phonological Awareness and the COT

Section 3: Listening and Rhyming

Group 1

Core Concepts--"The What"				
English		Spanish		
Observed	NS	Observed	NS	
				Listening – Draw attention to environmental sounds, the sequencing of sounds, specific sounds in a story, substitution of words in rhymes or phrases.
				Rhyming – Draw attention to rhyming words (e.g., those with the same ending sound: blue/shoe, tall/fall; nonsense words: pocket/wocket, elephant/delephant). <i>Note: Rhyming words are not always spelled the same at the end of the word – e.g., clue vs. koo vs. shoe.</i>
				Sentence Segmenting – Draws attention to each word in a sentence (e.g., children stand up/move object for each word in a sentence).
				Syllable Blending and Segmenting – Segment familiar words (e.g., clap as segment T: "Linda."; C: "Lin-da.").
				Alliteration – Draw attention to words that have the same beginning sound (e.g., "Lazy lions lounge at the local library. Do <i>lion</i> and <i>lazy</i> start with the same sound?" "What words started with /l/?"). <i>Note: Some teachers may need support in understanding that the same initial letter does not always mean words have the same initial sound – e.g., shoe starts with /sh/ vs. sun starts with /s/.</i>
				Onset-Rime Blending and Segmenting – Segment/blend words between the consonant(s) and the rest of the word, with or without picture support (Blending – T: "What word am I saying: /c/ /at/?" C: "Cat."; Segmenting – T: "Let's break <i>cat</i> into two parts. T and C: "/c/ /at./").
				Phoneme Blending and Segmenting – Attend to the individual sounds in words. Blending – each sound of word is given (/c/ /a/ /t/) and students blend back together (cat). Segmenting – teacher or children separate each sound of a word (/c/ /a/ /t/). <i>If dual language/bilingual classroom, phoneme-level instruction may not be necessary in Spanish because it is a syllabic language. Nonetheless, phoneme-level may be taught to improve later transfer to English. Follow the school/district's preference for this PA skill.</i>

Group 2

<i>Strategies and Approaches--"The How"</i>				
English		Spanish		
Observed	NS	Observed	NS	
				Teacher encourages children to recognize/identify sounds or words with similar phonological patterns (e.g., Rhyming – “Do Jill and hill rhyme/sound the same at the end?” Alliteration – “Do lion and lazy start with the same sound?”).
				Teacher encourages children to produce/generate words or sounds that follow a phonological pattern (e.g., Rhyming – “What is a word that rhymes with cat?” Alliteration – “What is another word that begins like lion?”).
				Talk about and/or engage children in using manipulatives (e.g., rhyming basket, counters for words in a sentence, counters for say-it, move-it phoneme level activity) when engaged in phonological awareness activities.
				Scaffold children’s attempts at word play/PA in response to children’s comments, questions, or demonstrations (e.g., Upward: teacher says “Do Jill and hill rhyme?” child says- “yes”- teacher says “Can you think of another word that rhymes with Jill?” or Downward: teacher says “Do Jill and Hill rhyme? Child says - “No” teacher says “Listen closely to the ending sounds in these words” (articulate words again with extra emphasis on ending sounds) “Do they sound the same?”).

Group 3

<i>Context--"The When/Where"</i>				
English		Spanish		
Observed	NS	Observed	NS	
				Involve children in large group phonological awareness activities.
				Involve children in small group or Tier 1 small-group phonological awareness instruction as a general education practice, to allow for more differentiated instruction.
				Talk about and/or engage children in phonological awareness practice in center activities .
				Involve children in transition phonological awareness activities (e.g., clapping syllables to move from whole group to centers).
				Conduct Tier 2 small groups for students who need additional, targeted practice with particular phonological skills (e.g., Tier 2 for students with PA skills below benchmark; instruction has already been provided on that skill and additional targeted practice is needed).
				Talk about phonological awareness during unplanned/spontaneous activities (e.g., taking advantage of a teachable moment during an unstructured activity such as outdoor time, or meal/snack or making a meaningful connection to PA during an activity in another concept area).